

10-4-2011

Core Information Literacy Competencies in HSC Curricula

Jonathan D. Eldredge

Ingrid C. Hendrix

Charity T. Karcher

Follow this and additional works at: <https://digitalrepository.unm.edu/hslic-publications-papers>

Recommended Citation

Eldredge, Jonathan D.; Ingrid C. Hendrix; and Charity T. Karcher. "Core Information Literacy Competencies in HSC Curricula." (2011). <https://digitalrepository.unm.edu/hslic-publications-papers/26>

This Other is brought to you for free and open access by the Research and Scholarship at UNM Digital Repository. It has been accepted for inclusion in Publications, Papers, and Educational Material by an authorized administrator of UNM Digital Repository. For more information, please contact disc@unm.edu.

Core Information Literacy Competencies in HSC Curricula

Definition: *Information literacy is a set of abilities requiring individuals to ‘recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.’*

Association of College and Research Libraries. Information Literacy Competency Standards for Higher Education. 2000.

Purpose

Information literacy has become an essential skill set for all health professionals, particularly due to its central role in evidence-based practice. The purpose of this document is to provide HSC programs with the basic information literacy competencies that should be included, integrated, and assessed in all HSC curricula. This document can be adapted to the needs of individual curricula. For example, individual programs can use it to identify at what points in their curriculum these competencies are or should be met or whether these competencies should be met as prerequisites. Some competencies will need to be demonstrated in advance of graduation in order to fulfill specific curricular requirements such as those demanded in Problem-Based Learning (PBL). Individual degree programs, in compliance with national accreditation or credentialing associations, may require additional informatics skills. The HSLIC can provide informatics training in support of these competencies and is available to work with faculty and with programs on the incorporation of these competencies into curricula.

The UNM Health Sciences Library and Informatics Center (HSLIC) faculty advocates that all graduates of professional degree programs at the UNM Health Sciences Center possess the following core information literacy competencies. This document was endorsed in concept in order to secure feedback by the HSLIC faculty at their October 17, 2006 Faculty Meeting.

Core Competencies	In the Curriculum? (Yes/No)	Year/Course/ Class/Block	Competency Level (Introduced, Developed, Advanced)	Instruction by:	Methodology (Didactic, Skills Lab, PBL, etc.)
I. IDENTIFY AND LOCATE RELEVANT RESOURCES					
a. Formulate an answerable information-seeking question					
b. Translate an answerable information-seeking question into an appropriate search strategy					
c. Critically appraise whether an information resource available is appropriate for answering a specific question					
d. Identify by name, access, and use, the relevant print and/or electronic resources information resources (journals, databases, books, etc.) available via the Health Sciences Library and Informatics Center or University Libraries					
e. Utilize Interlibrary Loan services to obtain information not locally available via HSLIC, University Libraries, or a local Public Library					
f. Find and implement instructions for utilizing the remote access option to ensure off-campus access to information resources					
g. Find a specific article, book, or resource in either print or electronic full-text when provided with the reference information for that item					
h. Find and access reliable and relevant web resources					

Core Competencies	In the Curriculum? (Yes/No)	Year/Course/Class/Block	Competency Level (Introduced, Developed, Advanced)	Instruction by:	Methodology (Didactic, Skills Lab, PBL, etc.)
i. Identify at least two (2) major bibliographic databases relevant to one's field					
j. Perform the following search functions in a bibliographic database (as appropriate for that database): Utilize a controlled vocabulary (for example, MeSH); Apply subheadings; Utilize AND, OR, NOT Boolean operators; Produce a search history; Broaden, refine or limit a search; adapt a search strategy as needed					
k. Apply the search functions listed above to different databases and interfaces					
l. Re-formulate a search to either broaden--including resources outside one's specialty or discipline--or narrow number of retrieved references					
m. Utilize core features of Learning Management Systems such as WebCT, Learning Central, Moodle, etc.					
n. Find reliable consumer-level information to answer patient questions or direct patients to appropriate resources					
II. EVALUATE INFORMATION					
a. Evaluate a website according to the major criteria established by the "Guidelines for Medical and Health Information Sites on the Internet" published in <i>JAMA</i> March 22/29, 2000 (pp 1600-6).					
b. Critically assess the quality of a journal article					
c. List two strengths and limitations each for these resources: Websites; Books; Journal articles.					
d. Identify type of literature (primary, secondary, tertiary)					
e. Identify Levels of Evidence					

Core Competencies	In the Curriculum? (Yes/No)	Year/Course/Class/Block	Competency Level (Introduced, Developed, Advanced)	Instruction by:	Methodology (Didactic, Skills Lab, PBL, etc.)
f. Define the core characteristics of editorial peer review					
g. Compare new information with existing knowledge to determine potential value, accuracy, validity, contradictions, timeliness or biases.					
III. USE AND COMMUNICATE INFORMATION					
a. Describe the importance of applying valid and relevant research results in one's professional healthcare practice.					
b. Share relevant information, resources, and search strategies with colleagues to contribute to their knowledge and improved information literacy skills					
c. Describe the impact of current, basic copyright law, intellectual property law, and open access on the use and dissemination of information					
d. Communicate information coherently through a presentation, a poster session, or with software such as PowerPoint					
e. Know the basic elements of manuscript preparation					
f. Completely and accurately cite sources used with the "Uniform Requirements for Manuscripts Submitted to Biomedical Journals" format or another reference/citation style such as the American Psychological Association format					
g. Define "plagiarism"					
h. Use a variety of software for organizing and presenting information such as word processing, spreadsheet, and file management systems					
j. Describe the need to maintain privacy and security of certain information such as patient records (Example HIPPA)					

Core Competencies	In the Curriculum? (Yes/No)	Year/Course/Class/Block	Competency Level (Introduced, Developed, Advanced)	Instruction by:	Methodology (Didactic, Skills Lab, PBL, etc.)
k. Perform the following functions in the GroupWise system: Change password; Send/Receive email; Reply and Forward email; Print email; Find sent or received emails; Use the address book and find their class in the address book; Track email status; View item properties; Retract emails or appointments; Attach documents; Enter appointments (including recurring) on calendar; Conduct a Busy Search					
l. Adapt and apply basic information-seeking skills learned to different resources and environments (Life Long Learning)					

File: Core Library Informatics Competencies HSLIC Approved 2006 10 17